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|  | A Range | B Range | C Range | D Range | E Range |
| **Question** | Sensitive, perceptive and thorough response to the prompt. | Relevant and detailed response to the prompt. | Clear response to the prompt | Attempted to answer the question. | Wrote something about the text but did not answer the question. |
| **Contention** | Developed a complex and subtle argument. | Developed a logical, consistent and sustained line of argument. | Provided a relevant argument in response to the prompt. | Expresses a personal opinion. | Retold the story, or parts of the story, rather than develop an argument. |
| **Structure** | Engaging and succinct introduction.  The body of the essay demonstrated outstanding control over the TEEL paragraph structure. Seamless development of ideas.  The essay finished by making a powerful, personal statement about the author’s/director’s world view and the wider implications of the text with specific reference to the prompt. | Introduction foreshadowed the further development of the contention.  The body of the essay used the TEEL paragraph structure to develop the line of argument in a sequential manner.  The essay had a thoughtful conclusion that effectively summed up the essay’s arguments. | Introduction outlined the points that were explored in the essay.  The body of the essay used the TEEL paragraph structure to organise the ideas.  The conclusion repeated the essay’s main arguments. | Attempted to group ideas into a number of paragraphs. | All the information was grouped into one or two paragraphs. |
| **Understanding** **text** | Demonstrates a subtle sense of how views and values are suggested in the text.  A mature exploration of the complexities of the text’s ideas and its construction, using correct literary terminology. (metalanguage) | Thoughtful and insightful understanding of the ideas, characters and themes. Shows a thorough understanding of the way the text is constructed, using correct literary terminology. (metalanguage) | Has a good understanding of the ideas, characters and themes constructed in the text.  Shows a good understanding of the construction of the text, using correct terminology. (metalanguage) | Has a basic understanding of the main ideas expressed in the text. Has a solid understanding of the events and characters in the text. Shows a basic understanding of how the text is constructed, using some correct literary terminology. (metalanguage) | Can recall key events and characters from the text.  Demonstrates little or no understanding of how the text is constructed. Uses little or no literary terminology. (metalanguage) |
| **Textual Evidence** | Detailed evidence of close reading/viewing of the text. Insightful selection and integration of textual evidence. | Selection of appropriate textual evidence and quotes to support a coherent interpretation of the text. | Selection of some appropriate textual evidence and quotes | Used a few quotes in the essay and/or referred to scenes. | There was a lack of quotes or examples from the text. |
| **Expression** | Highly expressive. A strong individual voice with excellent control of the conventions of written English | Organised, fluent and sustained writing with solid control of the conventions of written English | Reasonable control of the conventions of written English including spelling, punctuation and sentences. | The writing made sense, but there were a number of mistakes with spelling, punctuation and sentences. | It was confusing to read because: the writing was not always punctuated properly. The sentences were too long/short. The spelling was poor. |

NAME: GRADE

COMMENT\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_